



PARK HILLS ELEMENTARY

301 Crescent Avenue
Spartanburg, South

Grades	PK-6 Elementary School	
Enrollment	321 Students	
Principal	Donald Mims	864-594-4465
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

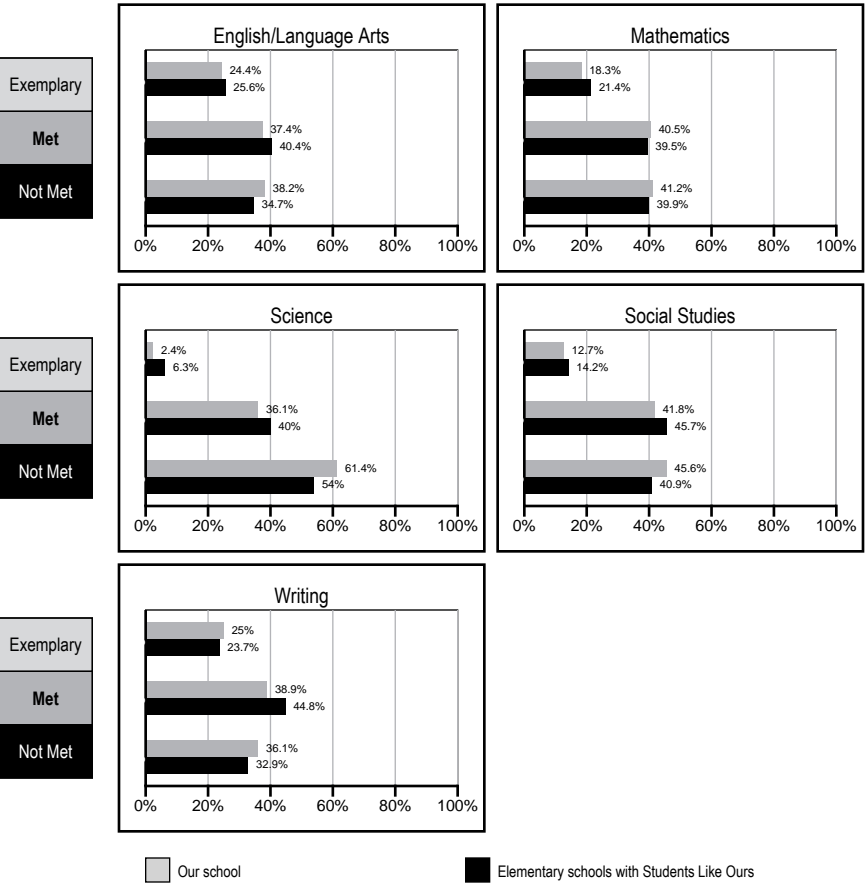
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	67	46	19

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=321)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.2%	1.5%	1.1%
Attendance rate	95.5%	Up from 95.2%	96.0%	96.2%
Served by gifted and talented program	7.1%	Up from 5.3%	5.1%	13.4%
With disabilities other than speech	6.3%	Down from 11.9%	4.4%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 66.7%	61.9%	62.5%
Continuing contract teachers	69.2%	Up from 60.0%	81.8%	88.2%
Teachers returning from previous year	82.2%	Up from 74.0%	84.6%	87.8%
Teacher attendance rate	95.1%	Up from 94.7%	95.2%	95.2%
Average teacher salary*	\$47,077	Down 1.2%	\$45,180	\$46,773
Professional development days/teacher	5.1 days	Down from 6.0 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	10.4 to 1	Down from 14.8 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.7%	Up from 88.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.7%	Up from 62.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,405	Down 2.6%	\$8,786	\$7,447
Percent of expenditures for instruction**	61.0%	Down from 61.7%	67.3%	68.4%
Percent of expenditures for teacher salaries**	59.9%	Up from 59.2%	63.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

For the past two years, I have had the pleasure of being the lead administrator of Park Hills Elementary School. During my time here at Park Hills we have shared a vision that led to student success. For the first time in six years Park Hills earned Adequate Yearly Progress and as a TAP (Teacher Advancement Program) school achieved a value added 5 rating, which is the highest rating possible for a TAP school. TAP is a teacher bonus pay incentive program based on overall student achievement. First of all, after reviewing current and past data very closely, I made the decision to focus our immediate attention on improving our school scores, especially in literacy/comprehension and students' ability to complete accurately and recall basic math facts. After providing professional development exercises for our teachers on balanced literacy, which included flexible small group instruction, guided reading, independent reading , Academy of Reading (computer based reading program) and SRA reading program, a two-hour literacy block was implemented. I appreciate staff efforts in differentiated instruction which led to significant gains in literacy and math on PASS State testing. Second, we also implemented a uniform discipline plan,"The Panther Behavior Plan," and both maintained and improved our school uniform dress initiative which contributed to our more than 50% decrease in student discipline referrals. Third, various activities, professional speakers, and consistent involvement by our school partners and volunteers were also beneficial in improving overall student motivation and achievement. The Park Hills Good News Assembly (A/B Honor Roll), PASS Pep Rally, Principal's Award, H.O.T.(Here on Time) attendance and uniform initiative parties were all implemented successfully. Parent workshops were provided in an effort to improve parental involvement and community awareness. Last, teacher collaboration, departmental and cluster meetings were held weekly in an effort to allow teachers the opportunity to have time together for shared planning. In conclusion, I want to extend a very special thanks to our PTO President, our School Improvement Council Chair, and all Park Hills teachers/ staff members, volunteers, partners, students, parents, and community members for being such a pleasure to work with and for assisting with student success and achievement.

Don Mims, Principal
Crystal Parker, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	28	23
Percent satisfied with learning environment	77.5%	78.6%	86.4%
Percent satisfied with social and physical environment	84.6%	78.6%	85.7%
Percent satisfied with school-home relations	35.0%	96.4%	76.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	140	100	37.9	37.1	25	77.3	77.9	82.4	No	Yes
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Gender

Male	67	100	41.3	31.7	27	79.4	73.7	78.7	N/A	N/A
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Female	73	100	34.8	42	23.2	75.4	82.6	86.2	N/A	N/A
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Racial/Ethnic Group

White	9	I/S	I/S	I/S	I/S	I/S	88.3	88.9	I/S	I/S
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African American	126	100	39.8	35.6	24.6	76.3	70.2	72.9	No	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	93	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
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Disability Status

Disabled	26	100	58.3	33.3	8.3	54.2	37.3	48.1	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	136	100	37.2	38	24.8	77.5	71	75.4	No	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	140	100	40.9	40.2	18.9	67.4	75.6	81.9	Yes	Yes
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Gender

Male	67	100	34.9	47.6	17.5	74.6	73	79.9	N/A	N/A
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Female	73	100	46.4	33.3	20.3	60.9	78.4	84.1	N/A	N/A
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Racial/Ethnic Group

White	9	I/S	I/S	I/S	I/S	I/S	87.5	88.9	I/S	I/S
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African American	126	100	44.1	36.4	19.5	64.4	66.9	71.4	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	94.6	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.8	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
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Disability Status

Disabled	26	100	62.5	33.3	4.2	41.7	30.9	47.3	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	82.3	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	136	100	40.3	41.1	18.6	68.2	67.6	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	88	100	60.7	35.7	3.6	39.3	64.1	68.6
Gender								
Male	39	100	54.1	40.5	5.4	45.9	63.4	68.3
Female	49	100	66	31.9	2.1	34	64.8	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	83.8	80.7
African American	79	100	64	32	4	36	50.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.6	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	16	100	73.3	20	6.7	26.7	27.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.4	60.7
Socio-Economic Status								
Subsidized meals	86	100	61.4	34.9	3.6	38.6	53	57.3

Social Studies								
All Students	85	100	45	41.3	13.8	55	69.7	72.5
Gender								
Male	41	100	38.5	41	20.5	61.5	67.7	72
Female	44	100	51.2	41.5	7.3	48.8	72	73.1
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	85.7	81
African American	77	100	47.2	40.3	12.5	52.8	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	16	100	60	33.3	6.7	40	34	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.8	69.7
Socio-Economic Status								
Subsidized meals	82	100	44.2	41.6	14.3	55.8	60.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	38	97.4	34.3	40	25.7	65.7	69	73.2	95.5	95.7
Gender										
Male	23	95.7	40	35	25	60	63.3	67.2	95.4	95.5
Female	15	100	26.7	46.7	26.7	73.3	75.1	79.4	95.6	95.8
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	83.4	81.5	94	95.6
African American	33	97	33.3	36.7	30	66.7	57.7	61.3	95.7	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	87	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	66.7	93.3	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.4
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	14	26	95.1	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.3	65.7	98.9	97
Socio-Economic Status										
Subsidized meals	38	97.4	34.3	40	25.7	65.7	57.5	63.2	95.5	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	44	100	13.5	48.6	37.8	86.5
	4	48	100	41.9	34.9	23.3	58.1
	5	41	100	47.2	33.3	19.4	52.8
	6	48	100	42.9	47.6	9.5	57.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	39	100	30.6	44.4	25	69.4
	4	33	100	28.1	37.5	34.4	71.9
	5	38	100	38.9	41.7	19.4	61.1
	6	30	100	57.1	21.4	21.4	42.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	44	100	35.1	35.1	29.7	64.9
	4	48	100	53.5	39.5	7	46.5
	5	41	100	63.9	22.2	13.9	36.1
	6	48	100	42.9	47.6	9.5	57.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	39	100	47.2	36.1	16.7	52.8
	4	33	100	21.9	46.9	31.3	78.1
	5	38	100	44.4	38.9	16.7	55.6
	6	30	100	50	39.3	10.7	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	23	100	60	25	15	40
	4	48	100	N/A	N/A	N/A	53.5
	5	21	100	63.2	31.6	5.3	36.8
	6	24	100	66.7	28.6	4.8	33.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	20	100	N/AV	N/AV	N/AV	15.8
	4	33	100	46.9	50	3.1	53.1
	5	19	100	66.7	22.2	11.1	33.3
	6	16	100	N/AV	N/AV	N/AV	46.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	21	100	47.1	23.5	29.4	52.9
	4	48	100	51.2	39.5	9.3	48.8
	5	20	100	47.1	41.2	11.8	52.9
	6	24	100	19	61.9	19	81
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	100	23.5	64.7	11.8	76.5
	4	33	100	53.1	31.3	15.6	46.9
	5	19	100	38.9	38.9	22.2	61.1
	6	14	100	N/AV	N/AV	N/AV	38.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	45	97.8	32.4	29.7	37.8	67.6
	4	48	100	60.5	30.2	9.3	39.5
	5	39	100	41.7	47.2	11.1	58.3
	6	47	100	38.1	47.6	14.3	61.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	38	97.4	34.3	40	25.7	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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